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BULLETIN TO THE SCHOOLS

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THE UNIVERSITY OF THE STATE OF NEW YORK

COVER PICTURE: Saratoga Lake *Photograph by John J. Vrooman*

THE UNIVERSITY OF THE STATE OF NEW YORK
BULLETIN TO THE SCHOOLS

Issued monthly during the school year by the State Education Department

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The University of the State of New York
Bulletin to the Schools

VOLUME 36 JUNE 1950 NUMBER 10

Who Win University Scholarships?

Study Shows These Awards Go to Young People of Outstanding Ability in All Types of Schools

PETER P. MUIRHEAD
Acting Director
Division of Examinations and Testing

THE UNIVERSITY SCHOLARSHIP, awarded to outstanding graduates of the secondary schools in New York State, has become an increasingly important feature of the State's educational program. Under the law, scholarships are now distributed among the counties of the State on the basis of ten scholarships for each assembly district. Winners of the scholarship are determined by means of a comprehensive achievement examination covering the core curriculum of the secondary school, grades 7 to 12.

From the introduction of the program in 1913, when awards were made annually to 750 graduates and carried a total stipend of $400 for four years, the University Scholarship has developed to the point where there are now awarded 1654 scholarships annually, each carrying a total stipend of $1400. This growth, however, has not kept pace with the need for these scholarships. In 1913 the program provided scholarships for 5 per cent of the high school graduates while in 1949, even with the increased number of scholarships, the program provided scholarships for only 1.3 per cent of the high school graduates. Recognizing this fact the Board of Regents in 1944 recommended that the number of scholarships should be substantially increased. An important step in that direction was made in 1949 when the scholarship awards were increased from 827 to 1654.

In view of the cost and importance of this program, it is essential that the procedures for distributing scholarships be subjected to continuing close scrutiny. To that end the Division of Examinations and Testing makes a comprehensive study of the results of each scholarship series.

Analysis of college records of University Scholarship winners has indicated that the candidates who win these awards have records of successful achievement in college. That scholarship holders show successful achievement in college is, however, an insufficient basis for overall evaluation of the scholarship program.

A further and major factor in an appraisal of the scholarship program is to determine whether capable young people in the State are limited or handicapped in competition for a scholarship because of their residence, educational environment or economic status. One phase of the study of the 1949 program was

TABLE 1

University Scholarship Awards and Pupil Enrolment in Various Types of Secondary Schools

Type of School	*Per Cent of Total Secondary School Enrolment (1948)*	*1949 Scholarship Awards*	
		Number	*Per Cent*
City schools	64.8	1 042	63.0
Village schools	8.8	175	10.6
Central schools	8.6	212	12.8
Union Free schools	5.1	85	5.2
Nonpublic schools	12.7	140	8.4
Total	100.0	1 654	100.0

directed toward answering such questions as these: To whom do University Scholarships go? Are they being distributed on an equitable basis to deserving boys and girls throughout the State? Do the pupils in large schools receive a disproportionate share of the awards? What chance does the rural youngster have? Are the awards unduly restricted by the size and type of school attended by the candidates? Is there a relationship between the scholarship award and the economic status of the recipient?

With respect to type of organization, the secondary schools attended by scholarship winners were classified as city schools, village schools, central schools, union free schools and nonpublic schools. The percentage of scholarship winners attending each of these types of schools was compared with the percentage of the total state secondary school population enrolled in each type of school in 1948. Table 1 indicates that no one type of school received a disproportionate share of the scholarships. The city schools, for example, enrolled 64.8 per cent of all secondary school pupils and won 63.8 per cent of the scholarships. Although central and village schools won a slightly greater proportion of scholarships, as compared with enrolment, and city and nonpublic schools won slightly less than their proportionate share, the differences were generally small. It may be concluded that the 1654 University Scholarship awards of the 1949 series were distributed in very much the same proportion as the total pupil registration in the various types of schools in the State.

Table 2 indicates that the 1654 University Scholarship awards were also distributed in rather direct proportion to the pupil enrolment in the schools of various sizes in the State. There was some tendency for schools with enrolments of 200 to 399 to win a relatively larger number of the scholarships (12.6 per cent of the scholarships as compared with 8.9 per cent of the total state enrolment), and for

TABLE 2

University Scholarship Awards and Size of School Attended by Award Winners

School Enrolment	*Per Cent of Total Secondary School Enrolment (1948)*	*1949 Scholarship Awards*	
		Number	*Per Cent*
0- 49	0.3	6	0.3
50- 99	2.9	50	3.0
100-199	6.9	136	8.1
200-399	8.9	209	12.6
400-799	13.0	236	14.2
800-999	6.0	61	3.9
1000 or more	62.0	956	57.9
Total	100.0	1 654	100.0

TABLE 3

University Scholarship Awards and Family Income of Award Winners

Income Class (Before Exemption)	*Per Cent of Incomes in State (1948)*	*Parents of Scholarship Winners (1949)*	
		Number	*Per Cent*
Under $3000	44.9	758	48.4
$3000-3999	23.1	226	14.4
4000-4999	13.2	193	12.3
5000-5999	5.9	137	8.8
6000-6999	3.0	76	4.9
7000-7999	1.9	48	3.1
8000-8999	1.2	30	1.9
9000-9999	1.2	30	1.9
10,000 and more	5.6	67	4.3
Total	100.0	1 565	100.0

schools with enrolments of 800 or more to win a relatively smaller number of the scholarships (61.8 per cent of the scholarships as compared with 68.0 per cent of the enrolment). None of the differences, however, seems large enough to bear much practical significance. One interesting observation is the consistency between tables 1 and 2. The schools with enrolments of 200 to 399 are composed predominantly of central schools, and both groups are found to have a tendency to do well in the scholarship competition. Similarly, the schools with enrolments of 800 or more are composed predominantly of city schools, and both these groups show a tendency to win slightly fewer scholarships than their respective enrolments would seem to warrant.

The third basis of analysis of scholarship winners, as an index of economic status, was family income. Accurate and nonidentifiable information was obtained concerning the income of the parents of 1565 scholarship winners, and this information was compared with incomes generally throughout the State in 1948. Once again, in the area of family income tabulated below, striking similarity was found between the scholarship award winners and the State as a whole (table 3). Whereas some 44.9 per cent of the incomes in New York State in 1948 were less than $3000 a year, the parents of 48.5 per cent of 1949 scholarship winners had incomes of less than $3000 a year. And 13.0 per cent of the incomes in New York State were $6000 or more, as compared with 16.0 per cent of the parents of scholarship winners in this income range.

The general conclusion seems clear that the winning of a University Scholarship is largely independent of type of school attended or size of school attended. University Scholarships are going to village and central schools with small enrolments as well as to city schools with large enrolments, in proportion to total pupil enrolment in such schools throughout the State. It also seems clear that by far the largest number of these scholarships are going to children from families with limited financial means and that in incomes above $3000 they are distributed in approximately the same proportion in which income is distributed throughout the State. This evidence, combined with other information concerning the academic achievement of scholarship winners, would seem to underscore the underlying validity of the University Scholarship program as an effective instrument for selecting secondary school youth of outstanding collegiate promise. Apparently the scholarship program is seeking out the young person with academic promise, wherever he may be.

New Laws Affecting Education

PREPARED BY JOHN P. JEHU, SENIOR ATTORNEY, DIVISION OF LAW, STATE EDUCATION DEPARTMENT

ONE HUNDRED chapters of the Laws of 1950 are directly concerned with education. Much of this legislation is of vital importance to the state education system. Specially significant are the laws revising the City School Law and giving fiscal independence and responsibility to city school districts of less than 125,000 inhabitants; establishing a Temporary State Commission to study immediate and long-range school building needs throughout the State and methods to finance such needs; authorizing state aid advances for emergency school building requirements; extending for one more year the legislation cushioning the shock of state aid losses due to the revision of state equalization rates; re-establishing school district repair reserve funds on a permanent basis; raising the statutory school district debt limit from 10 per cent of the assessed to 10 per cent of the true or full value of taxable real estate in the district; adding 1200 new state war service scholarships for veterans; establishing a system of substantial state aid for libraries; and initiating a constitutional amendment which would provide separate debt limits for cities of less than 125,000 inhabitants and for school districts which, in whole or in part, are located in such cities.

These and other laws relating to the school districts of the State are included in the following summary of 1950 legislation. References are to sections of the Education Law, except as otherwise indicated. The chapters listed are now in effect, except as otherwise expressly stated.

Legislation Affecting School Districts Generally

Chapter 29 amends subdivision 15 of section 305 (which relates to the award of transportation contracts) so as to eliminate the requirement of posting of notices in six conspicuous places in the district which heretofore was mandatory in addition to publication in a newspaper. The amendment makes the posting of notices mandatory, however, in the event there is no newspaper published in the county in which the school district is located.

Chapter 47 (which takes effect on September 1, 1950) amends paragraph *a* of subdivision 3 of section 3204 so as to add the history of New York State as an eleventh common branch to the mandatory curriculum for the first eight years. At the same time, the amendment eliminates the history of New York State from the mandated minimum curriculum for the ninth through twelfth years.

Chapter 117 permits the condemnation by a school district of trade or manufacturing fixtures or erections which have existed for one year, where such property is adjacent to and in the same block as an existing school site, for an addition to such existing site.

Chapter 135 adds a new subdivision 5 to section 3204. Under this provision the Board of Regents may make rules and regulations under which a pupil may be excused from the study of health and hygiene if a certification is submitted from a proper representative of his religion to the effect that such study conflicts with the religion of his parent or guardian.

Chapter 189 amends subdivision 1 of section 3213 by eliminating the provision under which noncertified supervisors of attendance in a district with less than 1000 pupils were automatically classified in the noncompetitive class.

Chapter 190 amends section 1617 and permits the owner of, or persons having any other interest in, the sole newspaper published in a school district to serve as trustee, officer or employe of such district, even though the district is required by law to publish certain notices therein.

Chapter 191 amends subdivision 2 of section 2017 by eliminating the requirement that the rule prescribing the manner of making nominations or submitting questions or propositions for the purpose of preparing ballots for the voting machine must be adopted at a preceding annual or special meeting of the voters. Such a rule need hereafter merely be adopted by the board of education.

Chapter 192 amends subdivision 1 of section 3202 by providing that this subdivision no longer requires a board of education to admit a child who becomes five years after the school year has commenced, unless his birthday occurs on or before December 1st.

Chapter 238 amends sections 1709, 1804 and 2504 so as to authorize boards of education to provide, in their discretion, compensation for a commencement day speaker or speakers.

Chapter 239 authorizes the trustees of common school districts to designate textbooks without a vote of the qualified voters, and to purchase textbooks and rent or sell the same to the pupils. A vote of only three-fourths of the trustees is now required for a change of designation. The voters of a common school district are authorized to provide free textbooks for the district. In addition, the chapter authorizes the voters of a common school district to provide a cafeteria or restaurant service for the use of pupils and teachers while in school.

Chapter 240 authorizes boards of education, in their discretion, to reimburse candidates for teaching positions for actual travel and other necessary expenses when appearing for an interview or observation on invitation of the board.

Chapter 393 amends section 1727 in three respects. A board of education may now, upon its own motion and at least two months prior to any district meeting, revoke the provisions for personal registration of voters for such meeting. To provide for a return to personal registration thereafter, a vote of a meeting will be required. The section is further amended by express authorization of the use of the register prepared for a special meeting as a basis for the register of a subsequent special meeting. Finally, the amendment provides that the special voting qualifications of section 2603 shall apply only in city school districts, while the special voting qualifications of section 2012 are to apply to union free (and central) school districts.

Chapter 441 amends subdivision 5 of section 3605 and extends transportation to seventh and eighth grade pupils. Effective April 6, 1950, school districts which do not provide seventh and eighth grade instruction in the home school are required to provide transportation to the pupils of these grades who attend a school outside the district. Under this provision a transportation quota is available for the entire school year, payable next year.

Chapter 453 (effective July 1, 1950) amends section 3624 and authorizes the examination of school bus drivers by duly licensed physicians, on order of the district superintendent, within two weeks prior to the beginning of the school year, in order to determine their physical fitness. The written report of the physician must be used by the district superintend-

ent or superintendent in determining the fitness of the driver to operate or to continue to operate school conveyances.

Chapter 492 authorizes boards of education to designate a board member (other than the president or clerk) to sign checks in lieu of the president, clerk or treasurer, in case of their absence or inability. Before a board member may act for the treasurer, however, he must give a bond in the same amount and manner as the treasurer is required to do.

Chapter 552 (effective January 1, 1951) requires that the written statement of the estimated district expenses for the ensuing year be completed at least seven days before the annual or special meeting at which it is to be presented and that copies thereof are to be made available, on request, to taxpayers during that period and at the meeting. The board is required also to publish one notice (in a newspaper having general circulation in the district) stating that these copies are obtainable by interested persons at each schoolhouse in the district at stated hours of each business day during the seven days preceding the meeting.

Chapter 566 (effective July 1, 1950) amends subdivision 20 of section 15 of the Vehicle and Traffic Law. Under its provisions, the flashing red signal lamps with which school buses must be equipped must be securely affixed (not merely "placed") in the proper position. The designation "SCHOOL BUS" must be conspicuously displayed on the exterior of the bus (by painting or otherwise inscribing), with letters at least eight inches in height and each stroke of each letter must be at least one inch wide. The background of the signs must be "national school bus chrome." These signs must be securely mounted on top of the bus, and must be visible and readable from a distance of at least 200 feet. For night operation the signs must be visible from a distance of at least 500 feet. The Commissioner of Motor Vehicles is authorized further to regulate these lamps and signs as public safety may require. After July 1, 1951, all lamps and signs must comply with this amendment and resultant regulations. The chapter also amends subdivision 24 of section 81 of the Vehicle and Traffic Law by making the duty of motorists to stop when overtaking or meeting a stopped school bus dependent upon compliance with the foregoing provisions and regulations.

Chapter 575 (effective January 1, 1951) amends section *77-b* of the General Municipal Law by adding conferences and also schools conducted for the betterment of municipal (including school district) government to the existing authorization of that section, under which boards of education and boards of trustees may authorize board members, officers and employes to attend conventions at district expense.

Chapter 581 further amends subdivision 20 of section 15 of the Vehicle and Traffic Law by eliminating the requirement that the word "stop" must appear across the face of the flashing red signal lamps of school buses and by providing that such lamps, after July 1, 1951, must conform to certain requirements of the Commissioner of Motor Vehicles.

Chapter 736 amends sections 1703 and 1804 with respect to increases in the number of members of boards of education in union free and central school districts. In either case, where it is determined at a district meeting that the number of board members is to be increased, the additional members must now be elected at a special meeting to be held for that purpose not less than 30 and not more than 60 days after the meeting which voted the increase. This applies, of course, only to the first election of

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Memories of a Pioneer Teacher

Readers of the BULLETIN *will welcome the following notes, sent to the Editor by former Commissioner Frank P. Graves, to draw attention to the life of pioneer teachers, and particularly to revive the memory of Edward A. Sheldon of Oswego, one of the State's great educators of the nineteenth century.*

ALL NEW YORK teachers will greatly enjoy a little book that has just been published in Watertown. *My Yesterdays,* written by Mrs Edward D. Herrick (*nee* Lillie Babcock), now in her ninety-fifth year, affords a graphic picture of social and educational conditions during the latter half of the nineteenth century and especially of that remarkable normal school at Oswego under Dr Edward A. Sheldon.

From firsthand knowledge, Mrs Herrick portrays the pioneer surroundings of the North Country—its log houses, churches, schools, taverns, ox-team transportation, homemade clothing and footwear, rural singing schools, sitting-up at funerals and mutual help and nursing of neighbors. She also vividly depicts her start as a teacher at the age of 16 after a few years in a country school and a term or two in one of the old neighborhood academies. Through her recollections we can see again the typical one-room school in which she taught, with no books or maps, poor lighting, lack of sanitation, unjacketed stoves, uncovered drinking pail and common dipper, crude wooden desks and benches running lengthwise across the room, disciplinary contests and boarding-around.

Of even more interest is Mrs Herrick's narrative of the early days of Edward Sheldon's institution at Oswego, which became the mecca for educational pilgrims from all parts of the country. From other sources we may have learned more concerning that pedagogical variant of Pestalozzianism known as the "object method," the furore it created and the hundreds of enthusiastic teachers that sat at the feet of Sheldon, but nowhere else have we obtained a more faithful and appreciative account of the personality and work of the great leader himself. The naive young country teacher found her way with great sacrifice into his shrine of learning and ever afterward worshiped her memories of the founder. "The many kind deeds this noble man did for me have never been forgotten." When, temporarily lame, she started at seven in the morning and dragged herself through snowdrifts in a struggle to be present on time at assembly, he had her tardiness excused and relieved her of rigorous exercises at gymnasium. He stored in his private desk her heavy books, which, though not in use, she would have been obliged to lug to her lodging, since the school had no lockers and she was responsible for all her borrowed texts. He constantly aided her and all other students with guidance and advice.

But though he was ever the embodiment of kindness and gentleness, Mrs Herrick describes Sheldon as a lion when morally aroused. To trustees who would have forced him to procedures against his conscience, he declared: "I would resign and lose my salary, which I greatly need, before I would give up that which I know to be right." As his old pupil reports, "Tributes to him point out that he was universally beloved, everyone's friend, and an outstanding figure in the educational world." Teachers of the Empire State must ever rejoice in the record and influence of this great man who belongs so peculiarly to New York State, as revealed by his old pupil now approaching the completion of a century.

Regents Visit Long Island

The Board of Regents visited the Long Island Agricultural and Technical Institute at Farmingdale and its horticultural laboratory, the Coe Estate at Oyster Bay, and also inspected the Brookhaven National Laboratory at Upton during its meeting held May 18th and 19th on Long Island. Accompanying the Regents on their visit to the institutions were a number of Education Department officials headed by Acting Commissioner Lewis A. Wilson.

The Regents held meetings on the morning and evening of May 18th at The Sportsmen's Club at Oakdale, where they were the guests of Regent W. Kingsland Macy.

They were guests at luncheon at the Long Island Agricultural and Technical Institute, where Director Halsey B. Knapp and institute staff members explained the program of the school and guided the visitors in a tour about the campus. This was followed by a visit

Regents and Department Officials Enjoy the Beauties of the Coe Estate

to the William Robertson Coe Planting Fields and Arboretum, which the Regents accepted from Mr Coe in September 1949 as a gift to the State for the use of the Long Island institute. The Regents and Department officials were guests of Regent Macy at dinner that evening at The Sportsmen's Club.

On the morning of May 19th the Regents and Department officials met at the Brookhaven National Laboratory. They were greeted by Dr Frank D. Fackenthal, president, and Eldon C. Shoup, executive vice president of Associated Universities, Inc., and Dr Leland J. Haworth, director of the laboratory. Associated Universities, Inc., chartered by the Board of Regents, is the organization through which universities and colleges of the Northeast cooperate with the Atomic Energy Commission. It administers the Brookhaven laboratory, a center for research in the nature and uses of atomic energy. After their meeting and luncheon as guests of the laboratory, the Regents and Department staff visited the laboratory's research departments and special facilities.

The Regents in formal resolutions expressed their appreciation to Regent Macy for his hospitality, to Director Knapp and his faculty for the opportunity of viewing the work and facilities of the Long Island institute and to the Associated Universities, Inc., for the review of the facilities for studying atomic energy.

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Standards Set for Library Aid

New regulations of the Commissioner of Education were approved May 19th by the Board of Regents, to provide standards under which county or multi-county library systems may receive state aid in accordance with legislation enacted by the 1950 Legislature.

These standards are the result of cooperation between the New York Library Association, the State Library staff and a committee of consultants appointed by Chancellor William J. Wallin. This committee consisted of Dr John A. Lowe, director of the Public Library, Rochester, as chairman; Robert D. Leigh, director of the Public Library Inquiry Social Science Research Council, and Dr Lowell Martin, associate dean of the School of Library Service, Columbia University.

"The primary purpose of the legislation is to stimulate and aid the extension of adequate library service to all people in New York State," the consultants committee reported. "Over one million residents do not have any public book resources within reasonable distance and many other residents have access only to facilities inadequate as to reading resources and qualified personnel. Many of these people live in small towns and the open countryside."

The new Regulations of the Commissioner require that any county or multi-county system, to be eligible for state aid under the new legislation, shall provide for free use of any library within the system by all residents of that area. It is required that the county library system shall have some plan by which all individual library acquisitions will be recorded for the information of all libraries in that system and that libraries render mutual

assistance in obtaining materials requested of any library. An annual expenditure for books, periodicals and binding of 15 cents for each resident of the area served, with a minimum annual expenditure of $8000 must be guaranteed. There must be presented an assured program of library service in the area and guarantee hours of library service each week, wit a minimum ranging from 18 to 60, ac cording to the population of the area. Standards as to full-time professiona librarian staff, related to the populatio served, are prescribed.

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Committee Plans Aid to Youth

A committee to collaborate with the Citizens' Committee of One Hundred on Children and Youth named by Governor Thomas E. Dewey to prepare for New York State's part in the 1950 White House Conference was appointed by the Board of Regents at its meeting on May 19th.

Dr Clyde B. Moore, Ithaca, representing the New York State School Boards Association, was named chairman of the Regents' committee. Other members include: the Very Reverend Monsignor Sylvester Holbel S.J., superintendent of Catholic schools, Buffalo Diocese; the Reverend William Lloyd Imes, New York, member of Race Relations Committee, Federal Council of Churches of America; Dr William Jansen, superintendent of schools, New York City, representing the State Council of School Superintendents; Mrs James W. Kideney, Buffalo, past president, State Division, American Association of University Women and member of school committee, Buffalo Council of Social Agencies; Mrs Clare Tree Major, Pleasantville, leader in the children's theater movement; Mrs Robert B. Rowe, Rochester, president, State Congress of Parents and Teachers; Dr William Russell, New York, president of Teachers College, Columbia University; Henry Sherwood, Pine Plains, master of the State Grange and chairman, Agriculture Conference Board; Dr Donald Snygg, head of the Department of Psychology, State Teachers College, Oswego; George A. Timone, Brooklyn, member of the Board of Education of the City of New York; the Reverend Meredith B. Wood, Hoosick, headmaster, Hoosac School.

The Governor's Committee of One Hundred for Children and Youth was appointed March 6th, with Samuel R. Milbank, New York, president of State Charities Aid Association, as chairman. The committee will work with the National White House Conference Committee in developing research and fact finding which New York State will submit as its contribution to the Mid-Century White House Conference on Children and Youth. This conference has been held every ten years since 1909 to focus attention on existing services for children, developments during the period since the last conference and to point up areas of unmet need in the fields of health, welfare, education, mental health and related areas.

The conference will open in Washington on December 3, 1950.

Charters Granted by Regents

Two institutions have been granted authority to confer the new associate degrees, recently established by the State Board of Regents "to stimulate the development and recognition of two-year programs, especially those of a specialized and terminal nature." Rochester Institute of Technology has received authority to confer the degree of associate in applied science (A.A.S.) and Paul Smith's College may confer the degree of associate in arts (A.A.) and associate in applied science (A.A.S.).

This authorization was given by the Board of Regents at its meeting on May 19th.

Other charter actions taken by the Regents at the May meeting include the following:

The charter of Saint Bernardine of Siena College, Loudonville, was amended to authorize the college to institute courses leading to the degrees of master of arts, master of science, master of science in education and master of business administration.

Amendment of the charter of the New York Medical College, Flower and Fifth Avenue Hospitals permits that institution to offer a curriculum leading to the degree of doctor of dental surgery and to confer that degree.

An absolute charter was granted to LeMoyne College, Syracuse. The new charter, replacing the provisional charter which the college has held since February 15, 1946, carries the power to confer the degrees of bachelor of arts, bachelor of science and bachelor of business administration. LeMoyne College is a coeducational institution conducted by members of the Jesuit Order.

A provisional charter valid for one year was granted the New York Phoenix School of Design, New York City.

The Garden Center of Rochester received a provisional charter to run for five years.

An absolute charter was granted to the Church of the Heavenly Rest Day School, New York City. This charter replaces the provisional charter it has held since July 28, 1932. This is a nursery, kindergarten and primary school.

A provisional charter was granted to the Sawyer Scholarship Foundation, Callicoon. The foundation will establish and maintain scholarships for graduates of the Delaware Valley Central School, in accordance with the will of the late George W. Sawyer of Callicoon.

The Sayville Historical Society received an absolute charter. The society has held a provisional charter since 1945.

The National Bible Institute, New York City, was granted authority to change its name to Shelton College, and by amendment to its charter given authority to confer the degree of bachelor of arts in addition to the degrees in theology and religious education which it now confers.

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Ambassadors Go Abroad

Great Neck, Glens Falls, Jamestown, Niagara Falls, Schenectady and Van Hornesville are each sending two young adult "ambassadors" abroad this summer as part of the Community Project in International Understanding sponsored by the Bureau of Adult Education. In six other communities young adult "ambassadors" are sending themselves. These young people will live for six weeks with native families in European countries and report to their own communities upon their return.

Bond Issues Approved

The State Board of Regents approved the following proposed bond issues for schools of the State at its meeting on May 19th. This action was taken in accordance with the requirement of the local finance law that the Board of Regents approve propositions for bond issues to cover school improvements in districts where the cost of such improvements would bring the bonded indebtedness above 10 per cent of the assessed valuation of the district's real property.

The issues approved follow:

Lewiston-Porter Central School, an issue of $1,500,000 for construction and equipment of a central junior and senior high school building

Portville Central School, an issue of $675,000 for construction and equipment of a new high school building

Lyndonville Central School, an issue of $435,750 for construction of a grade school building

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Superintendent French Retires

Dr Harold P. French of Loudonville, district superintendent for the third supervisory district of Albany county for the past 19 years, retired June 6th for reasons of health. He was previously principal at Menands and at Plattsburg

Doctor French was president of the State Association of District Superintendents of Schools in 1942–43, and was formerly president of the Educational Research Association of New York State and twice vice president of the New York State Congress of Parents and Teachers. He has been New York State chairman for the Department of Rural Education of the National Education Association and for that association's Department of Supervision and Curriculum Development. For a number of years he has served as a member of the State Teachers Retirement Board.

School Names Changed

The Board of Regents, at its meeting on April 21st, approved the following changes of name of schools:

Alden High School, to Alden Central School

Bainbridge High School to Bainbridge Central School

Brasher and Stockholm High School, Winthrop, to St Lawrence Central School

Camden High School to Camden Central School

Canastota High School to Canastota Central School

Canisteo High School to Canisteo Central School

The Children's Village, Dobbs Ferry, to The Echo Hills School

Goshen High School to Goshen Central School

Hinsdale Union School to Hinsdale Central School

Margaretville Central Rural School to Margaretville Central School

The Sisters of Saint Mary of Namur, Inc. to Saint Joseph's Academy

Sodus High School to Sodus Central School

Ten Broeck Free Academy, Franklinville, to Ten Broeck Academy and Franklinville Central School

Walton High School to Walton Central School

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School Business Officials

Walter L. Hawkins, superintendent of school buildings at Freeport, was elected president of the State Association of School Business Officials meeting at Syracuse in May.

The National Association of School Business Officials will meet in Chicago, September 25th–28th.

Vocational Education

Guide for Curriculum Making

As a guide for the organization and extension of technical education in industrial communities of the State, a new bulletin, The Organization and Administration of Vocational-Technical Courses in Secondary Schools, has just been issued.

"After a number of years of experience in New York State, it has been demonstrated that it is possible to teach the fundamentals of a junior technical occupation to young people in those years which are all too often spent aimlessly in blind alley jobs," says Dr A. K. Getman, Assistant Commissioner for Vocational Education, in a foreword to the bulletin. "This type of education will assist the individual to maintain his identity in the present industrial age and get started in a good job."

The bulletin discusses the social and economic need for vocational-technical courses, reviews the general objectives and specific aims of the technical high school and includes suggestions for establishing and administering courses. Sample curriculums with a description of vocational-technical subjects are given for the following: medical assistants (laboratory technicians), metal trades and drafting, building construction and electricity. One section of the bulletin discusses the relation of vocational-technical education to other types of secondary education.

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Future Farmers Celebrate Anniversary

The New York Association of Future Farmers of America held its 25th annual convention and silver anniversary celebration at Waverly, May 11th-13th. Registration at the convention was more than 1000, the highest number on record. A gala silver anniversary celebration in the Waverly High School stadium on May 12th was attended by 5000 Future Farmer guests and townspeople.

Officers elected for 1950-51 included: Oscar King, Malone, president; Charles Dennison, Cato-Meridian chapter, first vice president; Lyle Embt, Alexander, second vice president; Stanley Saxton, Avoca, secretary-treasurer; Richard Byrnes, Gouverneur, reporter; John O'Dell, Westmoreland, sentinel.

The program was highlighted by the State F.F.A. Speaking Contest, won by Hugh McFetridge of Geneva. He will represent New York at the Eastern States Exposition at Springfield, Mass., in September.

Special Future Farmer Foundation awards were presented as follows: New York State Star Farmer award, Robert Briggs, Davenport; farm mechanics award, James Keller, Marathon; farm electrification award, Edward Callahan, Corning; dairy farmer award, Arnold Cope, East Springfield; soil and water

management award, Ambrose DeMoise, South Kortright: farm safety award, George Chase, Phelps; fire prevention award, John Sisson, Penn Yan.

The Empire Farmer Degree with Empire Farmer keys and certificates was awarded to 95 members.

South Kortright, Perry and Phelps chapters placed highest in the chapter competition.

George Lewis of Hersman, Ill., national F.F.A. president, gave the principal address at the banquet. He presented the Greenville chapter with a silver emblem in recognition of its high placing in the national chapter rating program.

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Regional Guidance Conference Held

The 1950 North Atlantic Regional Conference of State Supervisors of Guidance Services and Counselor Trainers was held at West Point, May 8th-11th. The conference was sponsored by the Occupational Information and Guidance Service, Division of Vocational Education, Office of Education, Federal Security Agency.

Royce E. Brewster, Assistant Chief, Occupational Information and Guidance Service, United States Office of Education was general conference chairman, and George E. Hutcherson, Chief, Bureau of Guidance, State Education Department, was regional chairman.

As guest lecturer, Dr Donald Super, Teachers College, Columbia University, spoke at the opening session on "Current Developments in Testing."

During the course of the conference, a supervisor from each of the 11 states represented gave a summary of the status of guidance work in the state and the preparation of guidance workers. Among the topics discused were: the guidance program and its relationships to pupil personnel services; selecting, placing and certifying guidance personnel; planning a supervisory program of service to local schools; use of criterions for evaluating guidance programs in secondary schools.

Supervisors representing the following states were present: Connecticut, Delaware, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Vermont, West Virginia.

Several supervisors from the Department's Bureau of Guidance attended the conference, including Ruth Federer, Richard DeForest, Burton Thielander, Bruce Shear, Hubert Houghton, Bernard Jordan and Paul McGann.

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Industrial Education Conference

The first annual conference for leaders and teachers of industrial and technical subjects is scheduled at Cornell University, August 14th-16th.

The conference program will be correlated with the industrial education services and programs operated as an integral part of the public school system of the State and of the professional services of the State School of Industrial and Labor Relations.

It is hoped that the conference will assist in preparing persons for leadership positions in the field of industrial and technical education.

Sherburne Pupils Visit Industries

A group of secondary school pupils from the Sherburne Central School earned and saved enough money to pay hotel bills for a four-day bus trip through industries of the Southern Tier. The project was developed for the sixth consecutive year by Harold Vahue, instructor of industrial arts in the Sherburne Central School, under the direction of Thomas M. Lotz, supervising principal.

Leaving Sherburne at 6 o'clock in the morning, the pupils visited several factories in Binghamton, Endicott, Elmira and Corning the first day. In Binghamton the first day they observed workmen building furniture in the Kroehler Furniture Company. At the Endicott Forge Company they saw huge drop hammers pounding out red-hot steel into various forms for use in industry. At the International Business Machines Company they saw printing presses in operation, automatic machinery, coil winding and electrical work, testing and assembly rooms and tool and die makers at work.

On the next day they observed the manufacturing of shoes in Endicott-Johnson factories and saw film being developed at the Ansco Film Company. At the Phillips Foundry and the Eclipse Machine Company the following day they saw the assembling of carburetors, bicycle brakes and other articles. They also learned about the work of the Industrial Service Corporation, a small electroplating shop. This gave opportunity to see a small business and to learn directly from the manager ways and means of developing a career in free America.

The Air Reduction plant at Corning provided an explanation of the processes involved and the machinery used in the bottling section. Demonstrations of oxygen testing and also some experiments with liquid oxygen were performed for their benefit.

This type of field trip provides an excellent method of helping pupils to understand modern industry and mass production methods.

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Pamphlet Describes Work-Study Plan

Industrial Cooperative Training Programs, recently published by the Division of Industrial Education, is intended to assist school officials and teachers in establishing and maintaining industrial and diversified occupational work-study programs.

The booklet includes a discussion of steps needed to establish cooperative training in a school and recommendations regarding the selection and development of courses of study together with other relevant detailed data, including the requirements for state and federal aid.

"The cooperative work-study program provides an effective job conditioning for youth," says Dr A. K. Getman, Assistant Commissioner for Vocational Education, in a preface to the booklet. " School work made significant in the light of a job is becoming an essential goal for the modern high school."

Department Staff

James E. Allen Named Acting Deputy

Dr James E. Allen jr

Dr James E. Allen jr was appointed Acting Deputy Commissioner of Education by the Board of Regents on May 19th to fill the vacancy caused by the appointment of Deputy Commissioner Lewis A. Wilson as Acting President of The University of the State of New York and Commissioner of Education.

Doctor Allen has been Executive Assistant to the Commissioner of Education since 1947. He was born in Elkins, W. Va., in 1911, and received the degree of bachelor of arts from Davis and Elkins College in 1932. He studied economics and public finance in the Graduate School of Princeton University, and in 1942 received the degree of master of education from Harvard University, and in 1945 earned the degree of doctor of education from the same institution. Doctor Allen became a member of the staff of the West Virginia State Education Department in 1933 and before leaving the department in 1939 held the position of Chief of the Division of State Aid and Statistics.

From 1944 to 1945 Doctor Allen served in a civilian capacity as an operations analyst for the Air Forces, attached to the staff of the Commanding General of the Third Air Force. In this work he held courses in instructor training for Army personnel and served as consultant in the program of Air Force training. In 1945 he became assistant professor of education and director of the Bureau of School Services at Syracuse University. In 1946-47 Doctor Allen was made a consultant to the President's Commission on Higher Education and prepared the commission's volume on the Financing of Higher Education.

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Law Librarian Retires

Frances D. Lyon, associate librarian (law) since 1932, retired June 1st. Miss Lyon first joined the staff of the State Library in June 1910.

Miss Lyon, a native of Port Jervis, was graduated from Cornell University with the degree of bachelor of laws. She also studied at the State Library School.

Moffitt Appointed Acting Assistant

Dr Frederick J. Moffitt has been appointed Acting Executive Assistant to the Commissioner of Education. He goes to the position formerly held by Dr James E. Allen jr, who is now Acting Deputy Commissioner of Education.

Dr Frederick J. Moffitt

Doctor Moffitt is Chief of the Bureau of Instructional Supervision (Elementary) of the State Education Department. A graduate of Hobart College at Geneva and the University of Buffalo, he has taken graduate studies in England, France and Germany. He has served as a superintendent of schools in New York State for 17 years, as director of public relations for the New York State Teachers Association and as instructor at Alfred, Syracuse and New York universities. He is International Councilor for the Society of Quill and Scroll and during the past four years has worked with United States Military Government as consultant for the schools of Germany.

In 1947 he spent three months in Germany as adviser for the social sciences curriculums of the German schools.

Doctor Moffitt serves as editorial consultant on various educational magazines and publishes a monthly column of philosophy, humor and verse in The Nation's Schools magazine. He is a veteran of World War I.

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Supervisors Appointed

Several supervisory appointments were recently made in the Division of Health and Physical Education:

Mary B. Rappaport was promoted to associate education supervisor (school health education) on May 16th. Also on May 16th, Arthur J. Muller was promoted to associate education supervisor (physical education and recreation).

On June 1st, Helen A. Drake and Raymond R. Hunter were appointed as senior education supervisors (physical education and recreation).

Julia M. Pratt was appointed May 16th as senior education supervisor (health teaching).

Two appointments were made in the Bureau of Child Development and Parent Education — Dorotha Conklin and Charlotte Dalrymple, both as senior education supervisors (child development). Both appointments were effective May 16th.

Donald O. Benedict was appointed May 16th as senior education supervisor (rural education).

Henderson Goes to Michigan

Dr Algo D. Henderson, Associate Commissioner of Education in charge of higher and professional education, will join the faculty of the University of Michigan with the opening of the fall term, as professor of higher education.

Doctor Henderson came to the Department January 1, 1948, succeeding Dr J. Hillis Miller, who had been appointed president of the University of Florida.

Before joining the Department, Doctor Henderson had been president of Antioch College for 12 years. He was a member of the President's Commission on Higher Education and had served as associate director of studies with the Temporary Commission on the Need for a State University in this State.

In 1948 Doctor Henderson received the honorary doctor of laws degree from Antioch College and in 1950 he received the degree of doctor of humane letters from Keuka College.

The Board of Regents accepted Doctor Henderson's resignation with "greatest regret" and commended his service to higher education.

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Barker Retires

William H. Barker of Waterford, a veteran of 47 years service with the New York State Library, was guest of honor at a luncheon June 12th by the men of the State Education Department. Mr Barker will retire from state service on July 1st.

Some 85 members of the State Library staff held a farewell picnic for Mr Barker at Thacher Park on June 8th.

Starting in 1902 as a clerk at $360 a year, Mr Barker has been since 1932 a junior librarian in charge of preparation for binding of all periodicals, newspapers and books for the State Library.

"Mr Barker's service to the State has been notable not just because it extended over 47 years," said Dr Charles F. Gosnell, State Librarian. "His work has always been done with painstaking care and efficiency. His associates will miss his friendly helpfulness and the State is losing a loyal servant."

Historian Appointed

Dr Milton W. Hamilton was appointed Senior Historian in the Division of Archives and History, effective June 1, 1950. Doctor Hamilton has served provisionally in this position since September 1949. He is currently engaged in editing the Papers of Sir William Johnson.

Doctor Hamilton was professor of history and head of the department of history at Albright College in Reading, Pa., for 23 years. During the past six years he has been the editor of Pennsylvania History, the quarterly magazine of the Pennsylvania Historical Association, and for the past ten years he has been the editor of The Historical Review of Berks County, Pennsylvania.

Doctor Hamilton is the author of a standard historical monograph, The Country Printer, published by Columbia University Press in 1936. He has also written many articles for professional publications.

Home Bureau and Library Cooperate

State Library Provides Book Service and Counsel for Home Bureau Programs

I. MARIE GUSTAFSON
Library Supervisor

"DO SIT DOWN. We want to show you something." So, the public library supervisor had to sit down and learn how to make a rolled hem in a handkerchief before she could talk about the books she had brought.

The scene was a home in the country where the members of a Home Bureau unit had gathered for a work meeting. The visit of the county home demonstration agent and the supervisor from the State Library was a surprise on this occasion, but many groups of Home Bureau units have been provided with book talks by the staff members of the Division of Library Extension. Books have been sent to many rural communities as a nucleus for book talks and a stimulus to promote reading and use of libraries among Home Bureau women.

This type of program soon grew too big for the resources of the staff of the Division and some new method had to be found. A letter went to each county home demonstration agent offering leader-training classes in oral book reviewing. Many such classes have been held in counties from Erie to Rensselaer, Franklin to Nassau. The county agent makes the arrangements for the supervisor, bringing together an average of 20 women for a day's discussion of the subject. These women are leaders in their own units, very often the family life leader. The plan for the class is similar in all cases: an introduction to the subject by the supervisor, a demonstration book talk followed by a practice period in which everyone participates. Often a film showing library services is used if facilities are present. The help of a neighboring librarian is solicited.

There have been leader-training classes in other subjects with all-day discussions of such matters as good reading for the family, children's reading and story-telling.

The Home Bureau women who represent their units as leaders give enthusiastic interest to the lessons; then they return to the units to give those who could not attend the benefit of their information. Many women have reported progress in giving book reviews on their own. We have learned that some have shown marked success in this activity, going into other parts of the county to speak.

The New York State Federation of Home Bureaus has been most generous in its cooperation with the Division of Library Extension. Each year at the annual conference of the federation there is an exhibit of books and library materials with librarians in attendance to help in various ways:

1 To tell about loans from the Traveling Libraries Section
2 To tell of book service to the blind
3 To suggest books for Christmas giving
4 To advise on children's reading
5 To distribute suitable lists of books
6 To take part in the conference program—an opportunity to explain the state plan for library development

At the invitation of the chairman of the state library committee of the Home Bureau Federation a book list appears in the Home Bureau Federation News, its bimonthly publication. This book list, prepared by the Division staff, is selected with care to meet the reading needs of the women.

The chairman of the state library committee of the Home Bureau Federation has invited the county chairmen to appoint someone to act as county library chairman. It is the duty of the county library chairman to acquaint the various units with program possibilities in books and reading, to stimulate greater use of libraries and to help interpret to the people of the county the new state aid available for public libraries. Nineteen women have already agreed to serve as county library chairmen.

In 1949 a library supervisor was guest speaker at each of four district meetings

These Students at the Slip Cover Training School held by Schenectady County Home Bureau Are Helped by Books Furnished by the State Library

of the Home Bureau Federation. At Malone, Schenectady, Homer and Canandaigua the services of the State Library were outlined for those attending.

This summer another cooperative activity will be inaugurated when a library supervisor takes part in two camps: the first at the Watkins Glen camp the week of June 5th for training 4-H leaders; the second at Camp Letchworth in Bristol Hills, Ontario county, a camp for homemakers of 13 western counties to be held the week of August 6th. For each camp, Traveling Libraries Section provides a collection of books on subjects of interest to the campers. At each camp the library supervisor has a part in the program, teaching such subjects as the home library, reading for the family, storytelling, book reviewing.

The Division of Library Extension has found work with Home Bureau groups stimulating and rewarding. Joint endeavor stimulates reading among rural people and provides the books that they need.

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Foundation Makes Offer

The American Library Association announces an offer recently made by the Great Books Foundation, a nonprofit corporation located at 59 East Monroe street, Chicago 3, Ill. The foundation is prepared to offer free of charge up to 25 sets of the first year Great Books readings, in the Bantam edition, to any public library (city or county) in communities with a population of from 5000 to 10,000.

Libraries wishing to accept this offer should notify the American Library Association, which will arrange with the foundation for the shipment of the number of sets requested up to 25, with appropriate supplies of explanatory printed materials outlining the Great Books Program, methods of starting groups and stimulating interest in the foundation's reading and discussion program.

It is understood that libraries accepting this offer of free books will use the books for loan purposes only and will make appropriate efforts to stimulate interest in the Great Books Program, to secure a meeting place for a local group or groups and to make the explanatory material available to the public. Cooperative programs in a group of neighboring communities will be encouraged and will be eligible for the books. If a foundation leader-training program is held in the area serviced by such libraries, the foundation will cooperate in helping to organize such a program.

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Teachers College Librarians

Anna Clark Kennedy and Mrs Ruth Evans Babcock, school library supervisors, were guests at a meeting of the library section of the New York State Teachers College Faculties, held May 5th and 6th at the State Teachers College, Oneonta.

The conference discussed ways of expanding the college libraries to meet the needs of the graduate programs and the new specializations being added to the established curriculums; also ways and means of organizing library associations within the State University.

Educational Notes

Confer on Adult Education

The 1950 conference on adult education in New York State was held in Syracuse, May 2d-4th, with an attendance of approximately 250 administrators. Representatives attended from Massachusetts, New Jersey and Connecticut, from Teachers College, Columbia University, and New York, Rutgers and Syracuse universities. Two representatives of the National Education Association Department of Adult Education were also present.

In a major address, Dr Algo D. Henderson, Associate Commissioner for Higher Education, called for expansion of community adult education programs to serve the needs of the individual and of society.

Administrative policies and problems were discussed by Dr Edwin R. Van Kleeck, Assistant Commissioner for Adult Education and Special Services. He stressed the need for cooperation between local personnel and the Education Department in developing an adult education program. "To earn state aid," he said, "classes should be part of a well-rounded offering and should be based on an analysis of local needs made in cooperation with citizens of the community. They should have an educational purpose and should be devoted primarily to instruction." Americanization classes, classes in English for the foreign-born and similar courses are of vital importance to the public welfare, he stated, and added that the number of aliens in the State is expected to increase by 1953 to about one million persons.

Work-study groups at the conference were concerned with general problems of the community adult education program and with such special areas as teacher training, Americanization, civic education, parent education, the community ambassador project, education for the aging, music and dramatics, driver training, homemaking, agriculture, apprentice training, health and physical education and business education.

The Ilion Community Chorus, an adult education group of the Ilion public schools, sang at the conference banquet, and a demonstration of film forum technics and discussion methods was presented by a team from the Anti-Defamation League of B'nai B'rith.

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Discrimination Studies

At the request of Dr Algo D. Henderson, Associate Commissioner for Higher Education, and Frederick W. Hoeing, Administrator of the Education Practices Act, the Division of Research has been carrying on two studies of discrimination.

One study relates to discrimination among high school graduates by colleges in their admissions practices. Data for this study have been gathered from high school principals and high school graduates.

The second study relates to discrimination among college graduates by medical colleges. Data for this study have been gathered from colleges which have premedical students and from premedical students themselves.

Changes in Regents Examination System

A number of changes in the Regents examination system were announced recently by Associate Commissioner Harry V. Gilson.

The announcement of these changes together with a statement of examination policy represents the Department's efforts to adjust the state examinations program to modern secondary school curriculum developments, to the need for improved pupil guidance services and to the trend of enrolments in the high school as an institution for all youth of school age. The new changes may be summarized as follows:

1 The advancement of the dates for competitive state scholarship examinations and scholarship awards and the use of a single examination as a basis for the competition

2 The development of a more adequate system of state examinations for the junior high school years to replace the outmoded preliminary examinations

3 The discontinuance after 1951 of the college entrance diploma in keeping with more flexible college admission policies

4 A speeding up of the issuance of state high school diplomas through revised procedures, thus avoiding delays in delivering these credentials to the pupils who earn them

5 The discontinuance by the State of individual pupil examination records which duplicate the records now kept in each of the approved high schools of the State

6 An improved system of State Department supervision of the Regents examinations administered and rated by the principals and teachers in the schools of the State

7 A strong recommendation that Regents examinations not be given to all pupils in high schools but that their use be limited to general supervisory purposes and as partial measures of achievement for pupils of average ability and above

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Building Plans Approved

Building plans recently approved by the Division of School Buildings and Grounds of the Department include the following:

Clifton Springs, addition and alterations, $500,000

Gloversville, new Southside Elementary School, $1,003,585

Averill Park, addition of four classrooms and library to West Sand Lake Elementary School, $92,000

Croton on Hudson, alterations, Pierre Van Cortlandt Elementary School, $95,000

Callicoon (Delaware Valley), new central school, $800,000

Avoca, new bus garage, $40,000

Central Islip, addition to Central Islip School, $200,000

Deposit, new junior-senior high school building, $950,000

Northville, addition to central school and new bus garage, $234,500

East Frankfort, addition and alterations to elementary school, $50,000

Waterloo, new elementary school, $495,000

North Merrick, new elementary school, $1,065,000

Forestville, addition and alterations to central school, $130,000

Rush-Henrietta, new elementary and high school building, $1,490,000

Scientists To Do Field Work

During the coming summer the New York State Science Service, working in close association with the State Museum, is sending a number of parties into the field to make investigations upon a variety of subjects which will be of interest to the people of the State. The Office of the State Paleontologist will carry forward studies upon the stratification and the fossils in various parts of the State. The Office of the State Geologist is continuing the geological magnetic survey of the Adirondack region and a similar survey of the limestone materials throughout the State. It is also sponsoring a stratigraphic study of a small region on the western shores of Lake Champlain.

The Office of the State Entomologist is continuing its studies of the ticks on Long Island in connection with the incidence of Rocky Mountain spotted fever in that area, and is cooperating with the blackfly control project in the western Adirondacks by making some intensive research studies.

The State Archeologist is planning a full season of field work in the Mohawk valley and central New York State studying various archeological sites.

Summer field work will also be carried forward by the Senior Zoologist.

The permanent staff has been augmented by some temporary experts to carry on these projects.

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Study of Drop-Outs

Francis E. Almstead, special consultant to the Regents Council on the Readjustment of High School Education, will continue during the summer the study of the "drop-out" problem in the high schools of the State, where an average of only 50 per cent of pupils who enter, finish their course. Mr Almstead will confer with lay people from various walks of life throughout the State to discover what in their opinion is wrong about the present high school curriculum and what should be done about it.

Announcement of Mr Almstead's assignment was made by Beardsley Ruml, chairman of the Regents Council on the Readjustment of High School Education, following a meeting of the council's executive committee on May 23d in the State Education Building.

Teacher Honored

In recognition of her 42 years of public school teaching in New York State, N. Elizabeth Mould was honored by a dinner on May 22d by the Teachers Association of Walden. Miss Mould is retiring after 32 years at Walden High School. She previously taught at Au Sable Forks and at Goshen.

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Indian Education Award

Mrs Dorothy Crouse, Lewiston, for many years a teacher on the Tuscarora Reservation, received the annual citation for outstanding services to Indian education at the spring conference of Indian school teachers held this year in Oneida, by vote of the Indian school principals from the six state reservations.

Burke Will Direct Study

Dr Arvid J. Burke has been appointed director of a study to be conducted by the Temporary Commission on Public School Buildings created by the 1950 Legislature. This commission will study the need for school building construction and make recommendations for the financing of such construction to the Governor and the Legislature before the next legislative session.

Dr J. Cayce Morrison, Coordinator of Research and Special Studies, State Education Department, and Rosalind Baldwin, Chief of Municipal Research, Department of Audit and Control, will function with Doctor Burke in an advisory capacity, and the research organizations which they represent will participate in the study.

Doctor Burke is on leave of absence as director of studies for the New York State Teachers Association.

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School for Clerks

A school for clerks of boards of education will be held at Syracuse University, July 31st-August 2d. This is the sixth year that the Education Department and Syracuse University have cooperated in providing this opportunity for clerks of local school boards to be informed on matters that have arisen during the year that affect their work. Some of the topics to be discussed are: organization and function of the business management of public schools, new regulations governing transportation, modern trends in school building construction, methods of sharing school services, financing bond issues, tax collection problems, school plant planning and new legislation.

Prepare for Conference

Dr Warren W. Coxe and Charles M. Armstrong, Division of Research, have been cooperating with the committee on social and economic trends of the New York State Association of Secondary School Principals in preparing a program on "Education for Economic Understanding" for the association's annual conference at Syracuse next December.

Dr J. Derwood Baker, professor of education at New York University, will be in charge of a panel discussion on this topic at the conference.

The committee will ask this panel of experts on economics what agreement can be reached in economic and social areas for the guidance of the schools in planning school programs. The committee believes that school programs must be based on the cultural assumptions of our society and must be supported by most informed persons in the community; that facts to be taught must be generally accepted as true; and that controversial issues may be presented but the facts of the controversy must be clearly established so that the issue can be presented fairly and clearly.

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Willis Goes To Buffalo

Dr Benjamin C. Willis, superintendent of schools at Yonkers for the past three years, has been appointed superintendent of schools at Buffalo. He will begin his new appointment in September. Doctor Willis is a member of the State Education Department's Secondary Education Council and as such a member of the professional advisory committee for the Regents Council on Readjustment of High School Education.

New School Centralizations Voted

Several new central schools were voted in May and June.

The Skaneateles Central School District was voted May 27th by a vote of 826 to 77. The new district includes one union free school district and 24 common school districts, in Onondaga and Cayuga counties.

The Liverpool Central School District was voted May 23d by a vote of 1345 to 290. The new district includes one union free school district and nine common school districts, all in Onondaga county.

The Churchville Central School District was voted June 14th by a vote of 656 to 158. The new district includes one union free school district and 13 common school districts, all in Monroe county.

The Marbletown Central School District was voted June 15th by a vote of 384 to 88. The new district includes 16 common school districts, all in Ulster county.

The Palmyra-Macedon Central School District was voted June 15th by a vote of 953 to 361. The new district includes two union free school districts and 13 common school districts.

The Lake George Central School District was voted June 13th by a vote of 727 to 232. The new district includes one union free school district and seven common school districts in Warren and Washington counties.

The Jordan Central School District was voted June 16th by a vote of 446 to 29. The new district includes one union free school district and nine common school districts in Onondaga and Cayuga counties.

The Phoenix Central School District was voted June 16th by a vote of 691 to 118. The new district includes one union free school district and 21 common school districts in Onondaga and Oswego counties.

The Guilderland Central School District was voted June 20th by a vote of 1302 to 703. The new district includes one union free school district and nine common school districts, all in Albany county.

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Lamberton Honored

A testimonial dinner was tendered Superintendent of Schools Horace H. Lamberton of Malone on May 18th in connection with his approaching retirement. Representing the Education Department was Dr Edwin R. Van Kleeck, Assistant Commissioner for Adult Education and Special Services, who brought the Department's greetings.

Superintendent Lamberton is completing 30 years as superintendent of schools at Malone, having previously been superintendent at Whitehall. Others who spoke included Helen McCormick, president, and Dr Arvie Eldred, executive secretary of the State Teachers Association, and Cornelius B. Murray, secretary of the State Teachers Retirement System.

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New Address

The New York State School Boards Association, Inc., will move its headquarters on July 1st to 170 State street, Albany 6, N. Y.

New Laws Affecting Education

(*Continued from page 298*)

such additional members. The amendment specifies that pending such special meeting no vacancy exists on the board except for the purpose of election of such additional members.

Chapter 737 amends section 1732 which relates to the division of school districts into school election districts. The amendment empowers the board of education to determine that the annual meeting for the presentation of the budget and the vote thereon is to be held at one place designated in the notice of such meeting, even though the district has been divided into school election districts. Such a determination would make it possible to amend the budget and to comply with section 1717, which requires a vote on specific budget items when requested by a voter or voters.

Chapter 738 amends section 1102, which relates to vocational education and extension boards. The amendment empowers such boards to request the county boards of supervisors to contribute to the cost of the board's programs and empowers the supervisors to comply. The amendment further provides for the appointment of a president, a clerk and a treasurer of such vocational board (the president to be a board member, the clerk to be a board member or a qualified school district voter in the county, and the treasurer to be such a qualified voter). The treasurer is to be properly bonded and is to handle all the moneys of the board. Compensation is authorized for clerk and treasurer. The board must designate a bank within the county as depository, if possible. Union free school district accounting procedures are to apply. Finally, the amendment authorizes contracts between the board and school districts within the county. School districts are to pay at least quarterly for services rendered under such contracts, but such payments may not be included in the computation of district state aid.

Chapter 796 amends section 4406 in relation to minors with retarded mental development. The chapter adds a definition of such minors and makes the establishment of special classes (if the district has more than ten such minors) or a contract with another school district (if the district has less than ten such minors) mandatory. The amendment, finally, grants state aid not to exceed one-half of the cost of transportation or tuition or both when approved by the Commissioner of Education.

Chapter 801 (effective July 1, 1950) provides an alternative voting procedure in the establishment of central school districts. Under section 1803-*a*, added by this chapter, any district, which is wholly included in a centralization order and which maintains its own schoolhouse, may be established as a "special election district" for the purpose of voting on the establishment of the central school district, by petition ("second petition") similar to that required for the Commissioner's call of the meeting ("first petition"). When both all the first petitions and at least one second petition have been filed with the Commissioner and found satisfactory, the Commissioner will cause notices to be posted as heretofore. The meeting will take place at a central location and a time designated by the Commissioner, except that the voters of a special election district will vote at the same time but at the principal schoolhouse located in such district. The Commissioner will appoint a board of canvass which acts as board of elections at the central voting place and also acts as board of canvass for the entire central

school district, including any special election district. The trustees of any special election district act as election board for such district and must furnish a padlocked ballot box and a poll book. When all voters of the special election district have voted, and not later than 10 o'clock p. m., the election board must deliver the ballot box and the poll book to the board of canvass at the central voting place. Violation of this specific requirement is made a misdemeanor. Before opening the ballots, that board then compares the number of ballots with the number of voters in the poll book of any special election district and eliminates the excess number of ballots. Thereupon, and before opening the ballots, the board of canvass will intermingle all ballots cast in the entire area. Thereafter, the board of canvass will count the ballots and certify the result to the Commissioner. If the central district is established by such vote, the Commissioner will then call a second meeting, at one central location, for the election of the members of the board of education of the central district.

Chapter 821 (effective July 1, 1950) amends section 3102 so as to require all school districts to pay all staff members above the rank of "teacher" a salary at least 30 per cent higher than the salary or salary schedule for the position in effect July 1, 1939. If the board of education is already paying such amount, this chapter does not make any change in the salary paid. No reductions in salaries to such figure are authorized, however, where the district is already paying more than this requirement.

State Aid Legislation

Chapter 449 (effective July 1, 1950) appropriates the sum of $200,000 for emergency relief to school districts where an extraordinary increase in attendance was or is due to the construction and operation of new housing developments substantially increasing the population of the district, for apportionment during the school year 1950–51, in accordance with an equitable method adopted by the Commissioner of Education and approved by the Director of the Budget.

Chapter 609 amends subdivision 3 of section 1806 and provides that after July 1, 1950, the apportionment of the central school district state aid building quota, based on bond issues, the first debt service payments of which come due after that date, shall be paid during the school year in which the instalment of principal and interest, on which the quota is based, falls due. The money must be applied by the districts first to the payment of the debt service coming due in the year in which the quota is received.

Chapter 610 amends the central school district article by empowering the Commissioner of Education to include city school districts of cities of not more than 10,000 inhabitants in orders laying out central school districts, provided the city school district has a full valuation of taxable real estate per public school pupil residing in the district of not more than $15,000. Central school districts established on the basis of this chapter will be city school districts and will be subject to the provisions of the City School Law (article 51) and to those provisions of the central school district article (article 37) which are not inconsistent with the former.

Chapter 611 appropriates $300,000 for advances of state aid for emergency school building requirements. The chapter adds section 3603-*c* to the state aid article. This section is designed to provide emergency building aid to certain districts who are in urgent need of the construction of school facilities because of rising enrolments, or to replace destroyed, seriously damaged or seriously

hazardous structures, or to accommodate the needs of a district reorganization. Such needs must be for resident pupils and based on unavailability of rentable space or contractual arrangements. Such aid is not available unless the debt service for outstanding construction bonds and for the bonds needed for the required construction (after deduction of state aid building quotas etc.) would exceed a seven-mill tax levy, and in any district which has a tax rate of less than 15 mills. Such aid is not a grant, however, but merely an advance which must be repaid by the district. The advance, generally speaking, amounts to the difference between net debt service as indicated above and a seven-mill levy for such debt service. As soon as the total net debt service drops below the seven mills, the district, nevertheless, must continue to levy the seven mills for debt service and must repay the difference between total net debt service and the seven mills. Any amounts not repaid in this manner after 30 years are forgiven. Application for such advances is to be made on forms supplied by the Department. The Commissioner must approve the application in a great many details before the district can become eligible. Advances are also available with respect to debt service for certain construction of emergency school building requirements between 1946 and 1950, under similar conditions. The section includes a provision under which state aid is available for the preparation of preliminary construction plans. Such aid is available to districts with a full valuation of less than $6500 per public school pupil residing in the district, if the district has emergency school building requirements and estimated tax levies for net debt service and total expenses which would qualify the district for an advance. This aid is in the nature of a grant and need not be repaid, but may not exceed 1.2 per cent of construction cost as estimated by the Commissioner.

This chapter is a corrollary of chapter 612, which establishes a temporary state commission known as the "Commission on School Buildings." The commission is to study the entire school building situation of the State in its relation to enrolments, plant utilization, district reorganization, local ability to finance the immediate and long-range school construction program, and is to establish standards and make recommendations to the Commissioner relating to the need for, construction of, and cost of emergency school building requirements under section 3603-*c* above. The commission is to consist of 15 members appointed by the Governor, and has an appropriation of $100,000.

Chapter 741 amends sections 3603-*b* and 3603-*c* (the latter being added by chapter 611). The most important change consists of an extension of the so-called "peg" for one more school year; that is, the time for which the 1948 (or 1947) state equalization rates, generally speaking, are "frozen," is extended to June 30, 1951, so that the first school year for which actual valuations based on new equalization rates will be used, will be the year 1951–52. Likewise, the so-called "taper" is postponed by one year, so that the change from the lower to the higher actual valuations (with its corresponding loss in state aid) will be tapered over the school years 1951–52, 1952–53, 1953–54 and 1954–55. A further change in section 3603-*b* concerns state aid apportionments based on the school years 1949–50 and 1950–51. For both these years special adjusted actual valuations must be computed where the actual valuation computed on the basis of section 3603-*i* for 1949–50 exceeds the same figure for 1948–49 (or 1950–51 over 1949–50, respectively) if a portion

of the increase, equal to at least 10 per cent of the actual valuation, used for state aid apportionments in the earlier year, is attributable to an increase in level of assessment, that is, a general increase in the assessed valuation of taxable property in an entire town or city, for the purpose of assessing at a higher ratio of full value. Application for such special adjusted actual valuation is filed by the district with its claims for apportionments based on the years 1949–50 and 1950–51 respectively. The Commissioner then transmits the application to the State Board of Equalization and Assessment, which computes the special adjusted actual valuation and notifies the Commissioner. The Commissioner then approves or disapproves the special adjusted actual valuation. If approved, it is used for state aid apportionments for the proper year. The chapter also amends section 3603-*c* (relating to advances for emergency school building requirements) so as to correlate this section to the above amendments.

Laws Relating to Taxation and Financial Administration

Chapter 231 amends section 2129 by adding authority for the trustees of common school districts to designate a bank outside the district for the deposit of moneys received from the sale of bonds.

Chapter 233 (effective June 1, 1950) amends the Local Finance Law by adding new section 55.10. This section prohibits notations with regard to payment of principal on bonds and notes, and provides that only one bond or note may be set forth in a single instrument, and, when paid, must be surrendered for proper cancellation or destruction.

Chapter 373, in so far as it relates to school districts, extends their power to borrow on budget notes any amount necessary to provide temporary school buildings or facilities when needed because of an unforeseeable public emergency such as epidemic, conflagration, riot, storm, flood, earthquake or other unusual circumstance preventing the use in whole or in part of the building or other facilities used by the district.

Chapter 382 amends section 165.00 of the Local Finance Law by permitting the investment of proceeds (inclusive of premiums) from bond sales in obligations of the United States or of the State of New York under certain conditions. These are registration (or inscription) of the obligations in the name of the investing district; possibility to pay or redeem at the option of the owner within the time needed to meet expenditures for the object or purpose for which the bonds were issued, and possibility, in any event, to pay or redeem at owner's option within two years from date of purchase. The separate identity of the proceeds from the bond sale must be maintained at all times (whether cash or investments, or both). Any interest earned or capital gain realized may be used only for debt service on the bonds, the proceeds from the sale of which were used in making the investment.

Chapter 383 (effective July 1, 1950) repeals and re-enacts section 6-*d* of the General Municipal Law, in relation to school district repair reserve funds. The repealed provision was based on war emergency conditions. The new section is a permanent provision, authorizing the board of trustees or board of education to establish such a fund. The sources of the fund are to be the budget or such revenues as are not required to be paid into any other fund or account. Expenditures from the fund will need an appropriation by the board of trustees or board of education, after a public hearing. Appropriations may be made only for repairs of capital improvements or equipment (which repairs are of a type

not recurring annually or oftener) or to a reserve fund established pursuant to section 3651. The moneys in the fund must be deposited in a separate account in the bank designated as depository, but the board of trustees or board of education may invest such moneys in the same manner as indicated in section 3652 (obligations of the United States, the State of New York, or the bonds of the district for which the investment is made). Board members are guilty of a misdemeanor if they authorize withdrawals or expend money withdrawn from a repair reserve fund for purposes other than those indicated. Repair reserve funds in existence in school districts on June 30, 1950, continue to be repair reserve funds thereafter, but from and after July 1, 1950, payments into, and appropriations from such funds are subject to the above provisions.

Chapter 433 amends section 35 of the General Municipal Law, in relation to posting of notice of the filing of reports of examinations by the State Comptroller of the accounts of common school districts. If the common school district maintains a home school, the notice must now be posted on the front door thereof; otherwise the notice must be posted in at least five public places (as heretofore).

Chapter 551 amends the Local Finance Law by adding new section 60.10. Under this provision it is now possible, to a limited extent, for a school district to borrow from a bank, even though an officer or employe of the school district is an officer, director or stockholder of the bank. (A similar exception from the general rule prohibiting such dealings exists in connection with the use of the only bank in the district as depository of district funds — see sections 2129 and 2130.) The first limitation is that no bond or note sold to such a bank may bear interest in excess of 2½ per cent. Secondly, not more than $15,000 may be borrowed on this basis in any fiscal year, nor may the bank, at any time, hold more than $15,000 worth of notes of the district, nor more than $30,000 worth of its bonds. Violations of these provisions by a school district officer constitute a misdemeanor. In order for a district to make use of this limited authority, it is necessary for the trustee, board of trustees or board of education to adopt a resolution providing that this provision shall be effective as to the particular school district.

Chapter 601 adds a new section 61 to the General Construction Law. This section purports to fix the date of the "tax levy" for the computation of real estate tax limits under the Constitution. (In school districts, generally speaking, the point at which the levy is deemed to be made, is the adoption or confirmation of the tax list.)

Chapter 602 amends section 111-*a* of the Village Law, so as to eliminate education purposes from village purposes in relation to constitutional tax limits. This amendment conforms the section to the recently adopted constitutional amendment (article VIII, section 10). (The provision had a possible application in only a few coterminous villages.)

Chapter 608 (effective July 1, 1950) amends several sections of the Local Finance Law, notably section 104.00, paragraph *e*, which is the statutory debt limit for school districts. Until June 30, 1950, a school district having an aggregate assessed valuation of taxable real property of $100,000 or more may not issue bonds or bond anticipation notes which, together with then outstanding bonds or bond anticipation notes, will exceed 10 per cent of the aggregate assessed valuation of the district. Regardless of the date of the meeting authorizing the Board to spend money for a capital

purpose and to bond the district therefor, after July 1, 1950, bonds and bond anticipation notes may be issued up to 10 per cent of the full or true valuation of taxable real property of the district, without the need for a two-thirds majority and the consent of the Board of Regents (and, in certain Adirondack Park districts, without the consent of the State Comptroller). The chapter also amends section 2.00 of the Local Finance Law by adding a definition of "full valuation," especially also in connection with newly created districts. The chapter further amends section 137.00 of the Local Finance Law by adding a paragraph *b*. Under this provision, the debt statement of a central school district may contain a deduction from the total amount of outstanding indebtedness. This deduction is that amount of bonded indebtedness contracted for school construction purposes which the Commissioner (within 60 days prior to the date of the debt statement) has determined to be payable from a state aid building quota receivable under laws existing on the date of the determination. This deduction also is available to increase the statutory debt limit referred to earlier; that is, a central school district computes the 10 per cent of true value by deducting the amount of bonded indebtedness contained in the Commissioner's determination as an allowable deduction. The chapter, further, contains two amendments which relate to city school districts. One continues the requirement that a city consent to the issuance of obligations by a school district wholly or partly located in such city if the indebtedness of such district impairs the borrowing margin of the city, and makes express the (hitherto implied) prohibition against such school districts incurring any bonded indebtedness which, together with the existing indebtedness of the city, would exceed the city debt limit. The other such amendment is a corrollary of the city school law revision (chapter 762 below) and requires a city school district to list in its debt statement the amount of bonds and bond anticipation notes issued by a city, but which the school district will be required to pay under chapter 762. (This requirement will not exist until July 1, 1951.)

Chapter 739 amends section 3505 in relation to tax equalization within joint school districts, by substituting the term "tax district" for "town" throughout the section. The purpose of this amendment is to allow tax equalization not only between towns in a school district, but also between towns and cities, or cities and counties, where a school district embraces parts of such units, and such units have their own assessment procedures.

Chapter 793, in part, amends section 22 of the Tax Law by permitting assessment of certain lands to be acquired by the State in Columbia county, for a limited period.

Legislation Relating to School Districts within Cities

Chapter 156 amends paragraph 10 of section 2506 in relation to city school district contracts for supplies, equipment, building construction etc., and allows the board of education to reject all bids and readvertise for new bids.

Chapters 762, 763 and 764 constitute the city school law revision (the latter two chapters are amendments to chapter 762 and will be discussed together therewith). This legislation establishes fiscal independence and responsibility for city school districts. As Mayor Hussey of Mount Vernon (one of the members of the Comptroller's Committee on Constitutional Debt and Tax Limitations and City-School Fiscal Relations, which, together with the Education Department,

sponsored this legislation) so aptly put it, this means "a complete divorce between the city and the city school district, with no alimony and the district getting custody of the children."

The more important provisions follow:

Board of Education

The board of education is the governing body of the school district. Its members must be elected at large by voters of the district. (Certain city school districts may take steps to continue appointive boards by resolutions of the board of education, the common council, and by a mandatory referendum, all to be adopted prior to November 1950.)

Appointed members of existing boards continue in office until the expiration of their terms, when they will be succeeded by elected members.

A person may not simultaneously be a member of a board and a city official.

Boards must consist of five, seven or nine members. The number of members on a board can be increased or decreased by the district voters to either five, seven or nine. Boards now having other than five, seven or nine members must reach one of these numbers by submitting an appropriate proposition to the voters.

Terms of office of board members are set at five years and are to be staggered.

Each board of education will determine the method by which it will reach a membership of five, seven or nine, with five-year staggered terms. This transition is to be accomplished at the earliest time practicable.

Powers and Duties of Boards

The powers and duties of boards of education with respect to operation and maintenance of the schools, as distinguished from taxing and finance functions, in general follow the existing law on the subject with such changes as were deemed necessary in the interest of clarity and in keeping with the basic idea of having the boards fiscally responsible and independent.

Finance and Budget Matters

The fiscal year of each school district is continued as at present. The provisions of the bill relating to budget procedure follow standard practices. The budget, prior to its adoption, must be reproduced and made available for distribution to interested persons. A public hearing on the tentative budget is mandatory. Following the public hearing, the board may revise the budget up or down. The bill requires publication of any changes in the budget as presented at the public hearing. The budget must include an amount to meet the estimated deficiency in tax collections, commonly termed an overlay.

Tax collections beyond an amount equal to the budget, with tax overlay excluded, must be held in reserve for the reduction of taxes in the second succeeding fiscal year.

No municipal official or body will have any supervision or control over the budget of the school district. The board of education will disburse all school district moneys. It may appoint the custodian of city funds as the school district treasurer, when agreed to by the city.

Taxes

School district taxes will be levied by the board of education and billed separately from those of any other political subdivision of the State. The board may require that taxes be paid at one time or in instalments. It can thus fit its tax collection date or dates into the local tax collection schedule, if that appears desirable.

The board may appoint an independent tax collector or may contract with the city for the collection of school district taxes.

The collection of delinquent school district taxes will be handled by the city or

county, as the case may be, in the same manner as the collection of delinquent city or county taxes. The city or county will turn over to the school district the proceeds resulting from the collection of delinquent school district taxes.

Transfer of Property and Assumption of Obligations

Upon the effective date of the act, title to all real and personal property used for educational purposes becomes vested in the school district. For the purposes of transition, where the school district budget, as of the effective date of the act, is included in the city budget, and school taxes have been collected as a part of the city tax levy, the city is required to pay to the district the full amount necessary to meet the school budget.

The school district is required to assume all existing obligations incurred by the city for educational purposes and to pay the city annually any amount required for debt service on outstanding city debt contracted for educational purposes.

Borrowing

School district obligations will be issued in the name of the school district and will not be city obligations. Until, however, provision is made for separate debt limits for cities and city school districts (see below), the consent of the city to school district borrowings will continue to be required where school debt must be included when computing the city's debt limit.

Consolidations Permitted

Consolidations of city school districts with adjoining union free school districts or common school districts are authorized, through an order of the Commissioner, upon the consent of the board of education of the city school district and an approving vote by the electors of the other school district or districts.

Boundary changes are similarly possible, through an order of the Commissioner upon consent of the city school district board of education and the consent of the board of any other district involved.

Effective Date of Act

The effective date of the act is July 1, 1951. However, the budget sections are made effective April 1, 1951, to enable those school districts which have a July 1st, August 1st, or September 1st fiscal year to prepare their budgets for the fiscal year commencing on or after July 1, 1951.

Since the present law applicable to city school districts includes all cities, it has been necessary to rewrite the provisions of law applicable to cities with 125,000 or more inhabitants. This rewriting does not make any substantive changes in the provisions of law which now relates to these larger cities.

Article 53 has also been largely amended, so as to make that article applicable to all city school districts of less than 125,000 inhabitants. The article provides election and voting procedures for election of board members and bond authorizations.

Article 71 also was substantially amended to conform with the new situation. This article deals with tax procedures.

In addition, the Local Finance Law is similarly amended in several respects. Finally, the provision of the Town Law which requires town assessors to turn over a copy of the proper part of the town assessment roll to a school district was enlarged so as to include city assessors and transferred to the Education Law.

Chapter 817 (effective July 1, 1950) amends various sections of the Local Finance Law, in relation to the indebtedness of school districts wholly or partly

within cities. Section 2.00 thereof is amended so as to give separate borrowing power to a school district which was coterminous with the city on January 1, 1950, but which after such date becomes noncoterminous. This amendment, however, will be superseded by the provisions of chapter 762 (above) on July 1, 1951. The chapter also adds new section 37.10 which provides substantially the same procedure for the bonding procedure for city school districts which become noncoterminous after January 1, 1950, and until July 1, 1951, as chapter 762 (above) contains after such date. Again, the new section will be superseded by the city school law revision on its effective date. The chapter, further, repeals paragraph *c* of section 103.00 and adds a new section 103.10 containing the requirement of, and detailed procedures for, consent of a city to the issuance of bonded indebtedness by a school district, where such indebtedness will impair the borrowing power of the city. The chapter also amends section 121.00 in relation to the amounts and types of school district indebtedness to be included in the debt limits of cities. This section constitutes a statutory interpretation of the Constitution and provides methods for apportionment of school district debts for partial inclusion in the cities' debt limits in numerous types of situations. The chapter, finally, amends section 135.00 to conform such section to the other amendments made by it.

The Legislature adopted a Concurrent Resolution (Senate Int. 2815, P. 3334) which constitutes the first step toward the adoption of a constitutional amendment in relation to municipal and school district debt limitations. This amendment, if passed again by the 1951 Legislature and adopted by popular vote in the fall of 1951, would become effective on January 1, 1952. This amendment would establish separate debt limits for cities and for school districts wholly or partly within cities of less than 125,000 inhabitants. The city would have a limit of 7 per cent for city purposes excluding education, and the school district, for its own purposes, would have a limit of 5 per cent, which limit could be increased (for specified objects or purposes) upon the approving vote of 60 per cent of the qualified voters, the consent of the Board of Regents and the consent of the State Comptroller. Under the amendment, indebtedness contracted by cities for school purposes prior to the effective date of the amendment would be excluded from the cities' debt limit and be allocated to the school district or districts involved, pursuant to statute.

Laws Relating to Retirement

Chapter 45 extends to July 1, 1951, the provisions of subdivision 5 of section 503 (formerly section 1102) permitting the return of retired teachers to active service.

Chapter 230 amends section 512 by adding a new paragraph *c* which permits a member of the State Teachers' Retirement System, or his beneficiary to elect to receive the death benefit in the form of an annuity rather than in a lump sum.

Chapter 232 amends section 511 in relation to disability retirement and (until July 1, 1953), defines the term "final average salary" as either the amount as heretofore computed, or the maximum salary or compensation which the retired member currently would be receiving in the position from which he was last retired for disability, if he had not been retired, whichever is greater. The amendment also provides a procedure for computing a comparable amount where the position involved has since been abolished.

Chapter 787 (effective July 1, 1950) amends section 509 and allows additional

credit for service rendered prior to 1921 for those members who upon application for retirement may be reclassified as present teachers.

Chapter 788 repeals and re-enacts section 511-*a* relating to special service retirement. This is a revision of the 55-year retirement procedure. Under the previous provision, the additional amount payable toward the members' annuities had to be paid in a single payment. The revised section raises the regular deduction rate for this purpose from 4 per cent to 6½ per cent (or 5 per cent to 8 per cent). Members may give written notice (duly acknowledged) to the Retirement Board prior to July 1, 1951, or within one year after last becoming a member, whichever is later. From these dates on, respectively, the higher rates will then apply. If at the time of retirement, the accumulated contributions are insufficient to equal the pension, the member may make up the difference by a single payment. Provisions are added for withdrawal of election to contribute under the 55-year plan. The revision, finally, changes the computation of the allowance to consist of the annuity (which remains the actuarial equivalent of accumulated contributions); a pension of one-quarter of the final average salary, or in cases of less than 25 years' service, a pension of one one-hundredth of the final average salary times years of total service, and for "present teachers" a further pension of one one-hundred fortieth of final average salary times years of total service certified on prior service certificate.

Legislation Affecting District Superintendents

Chapter 693 (effective January 1, 1951) amends section 2210 by adding two new subdivisions (2 and 3). New subdivision 2 is a transfer of the previous subdivision 36 of section 12 of the County Law (this law is part of the County Law Revision Program), and allows the county board of supervisors to provide for payment of expenses of district superintendents in the county for printing, office supplies and clerical assistance. New subdivision 3 allows additional expense allowances to be made for such purposes by the supervisors of the towns composing a supervisory district, chargeable to such towns.

(Chapter 691 is the County Law Revision and contains the special provisions, in this connection, in relation to the counties of Westchester, Suffolk, Monroe and Erie. This section mentions furniture, printing, office supplies, telephone service, clerical assistance and such other expenditures as the board of supervisors may authorize. Former subdivision 46 of section 12 of the County Law, relating to county payment for salaries of teachers in pedagogical departments of colleges or universities, becomes section 829. Former section 154, relating to county advance for school taxes in Suffolk county, becomes section 844. The provisions of former subdivision 9 of section 12 were not re-enacted.)

Laws Relating to Higher Education

Chapter 61 adds a new provision to section 355, authorizing the State University Trustees, subject to the general supervision and approval of the Board of Regents, to merge any higher educational corporation into the State University, with the approval of the governing body of such corporation.

Chapter 113 repeals section 5506 and adds a provision to section 305 under which the salaries of teachers of extension industrial teacher-training courses are to be classified with the State University salaries (see chapter 262 below), and the teachers are to be appointed by the Commissioner of Education.

Chapter 221 amends section 609 in relation to war orphan scholarships, by increasing the amount from $350 to $450 a year and by making the scholarship applicable to maintenance as well as tuition, the money to be paid to the college or university of attendance in trust for the holder of the scholarship, to be used for expenses while in attendance.

Chapter 262 adds new section 355-*a* and sets up a separate system of classification and compensation for members of faculties, staffs and employes of State University colleges, schools, institutes, research centers, facilities and institutions. The chapter also repeals the various sections which heretofore separately regulated various groups of personnel in this category.

Chapter 392 amends section 54 of the Civil Service Law and section 501 of the Education Law in relation to retirement rights of certain teachers in state-operated institutions or community colleges under the jurisdiction of the State University Trustees (other than state teachers colleges or state colleges for teachers).

Chapter 420 adds a new section to the article dealing with the Board of Higher Education of the City of New York and sets up requirements for awarding certain contracts, with or without advertisement for bids, to the lowest responsible bidder.

Chapter 547 amends the state scholarship provisions in various respects. The maximum limitation on University scholarships per assembly district is removed. Another 1200 state war service scholarships are established, effective April 1, 1950. Finally, the maximum limitation on state scholarships for professional education in medicine and dentistry is eliminated and the value of such scholarships fixed at $3000, at the rate of $750 annually while in attendance upon approved schools in the State for not to exceed four years.

Chapter 633 amends sections 353 and 355 in relation to the State University Trustees, fixing a quorum for action by the Board, authorizing action by an executive committee thereof between meetings and giving the Trustees the power to grant all degrees, diplomas and certificates which heretofore were authorized for institutions which are now under their jurisdiction, and also such further degrees as the Board of Regents may specifically authorize the Trustees to grant (except honorary degrees).

Chapter 634 (effective September 1, 1950) amends numerous sections of the Education Law to conform them to the changes brought about by the creation of the State University.

Chapter 635 amends the State Finance Law and the Education Law so as to permit moneys received by state-operated institutions from tuition, fees, charges, sales of products and services or other sources to be used for the current expenses of these institutions.

Chapter 636 amends section 6305 in relation to community colleges and permits local sponsors thereof to use (for both capital and operating costs) gifts of money, or, with the consent of the Trustees, property or services.

Chapter 637 amends several sections relating to the State University, by clarifying the definition and status of statutory and contract colleges.

Chapter 638 authorizes Syracuse University to transfer certain real property to the State for the development of an upstate medical center.

Chapter 639 authorizes Broome county, the town of Union and the village of Johnson City to spend money and furnish property, services and facilities to the State University for a state-operated college in Broome county.

Chapter 653 authorizes Syracuse University to transfer certain real property to the New York State College of Forestry.

Chapter 819 amends sections 6301 and 6302 in relation to community colleges by amending the definition of "local sponsor" to include school districts approved by the State University.

Miscellaneous Legislation

Chapter 84 (effective July 1, 1950) amends section 18-*c* of the Public Health Law so as to include blind children in the group of physically handicapped children for whom state medical assistance must be made available under article 2-*A* of that law.

Chapter 108 amends section 4307 by raising the salaries of the faculty of the New York State School for the Blind.

Chapter 115 (effective July 1, 1950) amends section 20 of the Vehicle and Traffic Law so as to allow duly enrolled pupils in driver's training courses approved by the Education Department to operate and drive a motor vehicle for six months from date of issuance of a learner's permit.

Chapter 158 (effective July 1, 1950) amends section 20 of the Vehicle and Traffic Law so as to require, in connection with application for a learner's permit, a test in the ability to read and comprehend traffic signs and symbols, in addition to the other necessary tests.

Chapter 234 (effective September 1, 1950) amends section 1287 of the Civil Practice Act and requires that certain court proceedings against the Commissioner of Education be brought before the Supreme Court in the Third Judicial District (heretofore the provision had had express reference only to proceedings against the Board of Regents).

Chapter 273 amends several sections in relation to public libraries and is the new Library State Aid Law. It expressly allows the joint establishment of public libraries by several municipal units and school districts. It sets up a county plan system of public libraries as a condition to the granting of state aid. The plans must comply with certain requirements and standards before they may be approved by the Commissioner of Education. The Regents continue to set standards of library service (outlined by the chapter in great detail). Plans may be approved provisionally under certain circumstances, and final approval revoked for cause. The amount of state aid (upon final approval) consists of 50 per cent of the expenditures, pursuant to an approved plan, for books, periodicals and binding; 25 per cent of the same amount, if certain operations are performed centrally and comply with regulations; $5000 annually; and an additional $5000 annually, if the entire county is served by a library or group of libraries servicing more than one county and a total population of over 70,000. On provisional approval only one-half of this total amount of state aid is available. Upon final approval of a plan, the county is to receive $10,000. Libraries not entitled to this type of state aid, may, until 1953, upon application therefor to the Commissioner, receive 10 per cent of their expenses for books, periodicals and binding during the previous calendar year. Certain substantial additional state aid amounts will be available within sixty days thereafter, upon approval of plans during 1950. The amount of one million dollars is appropriated to the Education Department for purposes of this chapter.

Chapter 318 amends the Youth Commission Act in various respects. It substitutes the term "Youth Service Project" for the term "Education Project," and defines the former as "any experimental plan or organized activity (other

than a youth bureau or recreation project) which has for its purpose the detection, prevention or treatment of delinquency of youth and which is operated by or under the direction of a municipality in the schools or elsewhere." The law authorizes municipalities and school districts to make and perform agreements providing for the operation by a school district of a youth service or recreation project of such municipality. The following amendment is made retroactive to 1945:

Certain moneys of municipalities may be made available for improvements to real property owned by them "and held for school purposes," or realty owned by a school district and used for "project or youth bureau purposes." The Youth Commission may likewise authorize such expenditures by municipalities.

Chapter 603 extends the effectiveness of section 4-*g* of the Public Health Law until July 1, 1951. This section authorizes and directs the Commissioners of Health and Education to undertake and conduct a program of diagnosis, treatment and training of children physically handicapped because of cerebral palsy. An additional $25,000 is appropriated.

Chapter 658 (effective July 1, 1950) amends section 20 of the Vehicle and Traffic Law and prohibits the holder of a junior operator's license from driving during the hours of darkness, unless going to or from school or unless accompanied by a licensed operator over 18 years of age.

Chapter 769 amends section 1009, as well as section 15 of the Workmen's Compensation Law. The maximum amount for maintenance of persons undergoing vocational rehabilitation is raised from $15 to $20 a week and this amount is made cumulative to compensation under the Workmen's Compensation Law, where necessary.

Laws of Local Application

Binghamton (city)

Chapter 651 annexes about 11 acres of the city of Binghamton and the city school district thereof to the town of Dickinson and School District No. 4 of such town, thus leaving the city and city school district coterminous.

Chapter 652 annexes a portion of the town of Dickinson to the city of Binghamton. It is clear from the act that such annexed territory ceases to be a part of any school district of which it had heretofore constituted a part, and is annexed to the city school district. Hence the city and city school district remain coterminous.

Cheektowaga (town)

Chapter 533 validates the transportation contract of former Common, now Union Free School District No. 2 of the Town of Cheektowaga, Erie county.

Clarence (town)

Chapter 407 makes certain funds which had been given to former Union Free School District No. 1 of the Town of Clarence, Erie county, (in trust for certain purposes) available to the Central School District of the Town of Clarence, upon order of a Supreme Court judge.

Cortland (city)

Chapter 597 makes a new provision for the annexation of Common School District No. 17 of the Town of Cortlandville to the city school district of the city of Cortland and in case such annexation is effected, provides temporary procedures for the separate functioning of the city and city school district, pending the effective date of the City School Law (chapter 762, above). Such annexation will make the two units noncoterminous.

Hempstead (town)

Chapter 64 repeals section 509.0 of the Nassau County Civil Divisions Act, which had authorized the establishment of a school for colored children in School District No. 1 of the Town of Hempstead, Nassau county.

Lowville (town)

Chapter 534 validates a bond issue of Union Free School District No. 2 of the Town of Lowville, Lewis county.

New York City

Chapter 460 amends section 246 of the Military Law so as to require the city to make up contributions of certain members of New York City pension or retirement systems which such members would have been required to make except for military service.

Chapter 562 amends the Administrative Code of the City of New York in relation to contributions by teachers for retirement purposes. It allows contributors to increase their rate of contribution up to 50 per cent in addition to the rate needed to provide their part of the half pay retirement allowance.

Chapter 627 amends the same code in relation to disability retirement of teachers. It increases the disability retirement pension by an additional one-fifth of 1 per cent of average salary for each year of city service in excess of ten, but not to exceed a total pension of 25 per cent of average salary.

Chapter 629 amends the same code in relation to elections to membership in the Teachers' Retirement Board.

Niagara Falls (city)

Chapter 89 (effective January 1, 1951) amends section 2526 by postponing the date for filing the budget from March 1st to April 1st and the earliest tax collection date from May 1st to July 1st.

Peekskill (city)

Chapter 394 amends certain provisions of the special statute applicable to the school district of the city (the "Peekskill Union Free School District" which is wholly included but not coterminous with the city), in relation to certain school election procedures.

Rochester (city)

Chapter 309 extends the boundaries of the city and city school district by annexing certain areas in the town of Gates. The city and city school district remain coterminous.

Rome (city)

Chapter 451 amends the charter of the city of Rome, and authorizes certain consolidations of school districts located outside the corporation tax district of the city. (This does not affect the city school district.)

Utica (city)

Chapters 746 and 747 extend the boundaries of the city and the city school district by annexing certain areas in the town of New Hartford. The city and city school district remain coterminous.

Warren county (union free school districts)

Chapter 118 amends section 1726 and makes this section (which authorizes a determination to have the election of school board members take place on the Wednesday following the day of the annual meeting) applicable to union free school districts in Warren county. (The section heretofore had excepted these districts from the operation of the section.)

West Winfield (central school district)

Chapter 782 authorizes a special equalization of taxes levied in this district for the school year 1949–50, by a special procedure in relation to the tax levy for 1950–51.